

# ORPS GUI Basic Search Techniques Lesson Plan

## Workshop Title:

ORPS GUI Basic Search Techniques

## Time Period:

1.5 Hours

## Overview:

This course is intended for registered ORPS Users. Students will be instructed in the use of the **ORPS OR SEARCH & REPORTS** control panel including, creating, saving, editing, and deleting a search profile. Students will also be introduced to the **BOOLEAN LOGIC SPECIFICATION** edit box, **CHRONOLOGY** date searches, and the narrative search features of the ORPS GUI.

Attendees will perform various exercises that will teach them how to manipulate a search profile and familiarize them with the search fields. These exercises will provide hands-on experience using selection boxes, check boxes, and edit boxes, organizing search queries, and working with the **TOPIC®** text retrieval engine.

## References:

- ▶ ORPS GUI Basic Search Techniques Workbook

## Terminal Objective:

Upon completion of this course each participant will, with the aid of the ***ORPS GUI Basic Search Techniques Workbook*** and course notes, be able to manage search profiles and perform basic searches for occurrence reporting information.

## Enabling Objectives:

Each participant will be able to:

- ▶ Explain the purpose of the **ORPS OR SEARCH & REPORTS** control panel.

- ▶ Create, Save, and Delete a search profile
- ▶ Use the basic Boolean, date, and narrative search features of the ORPS GUI
- ▶ Edit a search profile

### **Prerequisites:**

Students must have taken the *Overview of the ORPS GUI* class/tutorial or have equivalent experience. In addition, students must be registered ORPS users with an active user id and password.

### **Software Required:**

- ▶ Netscape Navigator (version 3.0 or higher)

### **Instructional and Other Materials:**

- ▶ White board
- ▶ Flip chart
- ▶ Course evaluation forms
- ▶ Class schedule
- ▶ Class roster

### **Machine Preparation:**

- ▶ Start each machine at the **ORPS GUI** home page.

### **Presentation Methods:**

The course presentation will be a combination of lecture, open discussion, demonstrations, hands-on practice and exercises.

### **Evaluation Method:**

Participants will demonstrate the ability to successfully manage search profiles and use the Boolean, date, and narrative search features of the ORPS GUI.

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Time	Instructional Activity	Discussion Point
10 min.	<p><b><u>Welcome Class:</u></b></p> <p>During introductions, pass the class roster around the room and ask students to initial by their name.</p> <p><b><u>Questions:</u></b></p> <p>1. Expectations of the course?</p> <p><b><u>Slide #1</u> - Course Purpose &amp; Objective</b></p>	<p><b>I. INTRODUCTIONS, SCHEDULE AND LOGISTICS</b></p> <p><b>A. INSTRUCTORS AND PARTICIPANTS</b></p> <p><b>Instructors:</b></p> <ul style="list-style-type: none"> <li>•Name and background information</li> <li>•Qualifications</li> </ul> <p><b>Participants:</b></p> <ul style="list-style-type: none"> <li>•Name (As time permits)</li> </ul> <p>(Refer to <b>Questions</b> indicated in previous column)</p> <p><b>B. ADMINISTRATIVE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>•Discuss length of workshop and order of presentation</li> <li>•Discuss location of restrooms, refreshments, and snack machines</li> </ul> <p><b>C. COURSE PURPOSE AND OBJECTIVE</b> (Reference slide)</p> <p>The <u>purpose</u> of this course is to provide attendees with instruction in performing basic searches with the ORPS GUI and experience in using the GUI to perform searches.</p> <p><u>Upon completion</u> of this course each participant will be able to successfully, with the aid of the <b><i>ORPS GUI Basic Search Techniques Workbook</i></b> and course notes, be able to manage search profiles and perform basic searches for occurrence reporting information.</p>

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	<p><b><u>Discussion:</u></b>  As you discuss the workbook, display it for the students.</p>	<p><b>D. STUDENT MATERIALS</b></p> <ul style="list-style-type: none"> <li>•ORPS GUI Basic Search Techniques Workbook</li> </ul> <p>The workbook is written in a conversational style so that end-users will find it easy to use and understand. Each section is organized in the following manner: 1) presentation of concepts and terminology using step-by-step procedures and real-life examples; 2) summary of procedures within a tutorial format; and 3) practice exercises.</p> <p>The writing style, organization, and design of this workbook enables you (the end user) to utilize it for assorted functions: as a student workbook for this formal training, and as a self-paced tutorial and reference guide when you return to your workplace.</p> <p>Please note that topics are covered in more depth in the handouts than we will have time to cover in the course.</p>
	<p><b><u>Slide #2 - Prerequisites</u></b></p>	<p><b>E. PREREQUISITES (Reference Slide)</b></p> <p>Students must have taken the <b><i>Overview of the ORPS GUI</i></b> class/tutorial or have equivalent experience.</p> <p>In addition, students must be registered ORPS users with an active user id and password.</p>

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25 min.	<p><b><u>Lecture and Demonstration:</u></b>            (As you lecture, demonstrate the features being described.)</p> <p><b><u>Discussion:</u></b>            (If you prefer, questions can be taken during the lecture and demonstration period.)</p> <p><b><u>Exercise:</u></b>            (Either recommend an exercise or allow the students to select an exercise.)</p>	<p><b>II. ORPS GUI BASIC SEARCH TECHNIQUES</b></p> <p><b>A. THE SEARCH PROFILE</b></p> <p><b>THE CONTROL PANEL</b></p> <ul style="list-style-type: none"> <li>•Discuss the control panel and how it is used</li> <li>•Describe each section of the control panel</li> <li>•Explain how to use the <b>OR SEARCH CRITERIA</b> section of the control panel</li> </ul> <p><b>CREATING AND SAVING A NEW SEARCH PROFILE</b></p> <ul style="list-style-type: none"> <li>•Show how to start a search profile</li> <li>•Discuss the logic for selecting search fields</li> <li>•Show how to refine a search profile</li> <li>•Discuss the logic for selecting search field items</li> <li>•Explain the difference between resetting a page and beginning a new search</li> <li>•Show how to display search specifications</li> <li>•Show how to screen a search profile</li> <li>•Show how to finish and save a search profile</li> <li>•Show how to delete a search profile</li> </ul> <p><b>QUESTIONS</b></p> <p><b>EXERCISES</b></p> <ul style="list-style-type: none"> <li>•Explain that not all exercises will be completed in class. Additional exercises are provided for out-of-class practice.</li> </ul>

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11 min.	<p><b><u>Lecture and Demonstration:</u></b>            (As you lecture, demonstrate the features being described.)</p> <p><b><u>Discussion:</u></b>            (If you prefer, questions can be taken during the lecture and demonstration period.)</p> <p><b><u>Exercise:</u></b>            (Either recommend an exercise or allow the students to select an exercise.)</p>	<p><b>B. THE BOOLEAN LOGIC SPECIFICATION EDIT BOX</b></p> <ul style="list-style-type: none"> <li>•Describe the edit box and explain when you would use the edit box to form a search query.</li> <li>•Show how to use the edit box.</li> </ul> <p><b>QUESTIONS</b></p> <p><b>EXERCISES</b></p> <ul style="list-style-type: none"> <li>•Explain that not all exercises will be completed in class. Additional exercises are provided for out-of-class practice.</li> </ul>

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11 min.	<p><b><u>Lecture and Demonstration:</u></b>            (As you lecture, demonstrate the features being described.)</p> <p><b><u>Discussion:</u></b>            (If you prefer, questions can be taken during the lecture and demonstration period.)</p> <p><b><u>Exercise:</u></b>            (Either recommend an exercise or allow the students to select an exercise.)</p>	<p><b>C. THE OR NUMBER SEARCH FIELD</b></p> <ul style="list-style-type: none"> <li>•Describe the <b>OR NUMBER</b> selection area.</li> <li>•Show two ways to use this search field.</li> </ul> <p><b>QUESTIONS</b></p> <p><b>EXERCISES</b></p> <ul style="list-style-type: none"> <li>•Explain that not all exercises will be completed in class. Additional exercises are provided for out-of-class practice.</li> </ul>

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11 min.	<p><b><u>Lecture and Demonstration:</u></b>            (As you lecture, demonstrate the features being described.)</p> <p><b><u>Discussion:</u></b>            (If you prefer, questions can be taken during the lecture and demonstration period.)</p> <p><b><u>Exercise:</u></b>            (Either recommend an exercise or allow the students to select an exercise.)</p>	<p><b>D. CHRONOLOGY DATE RANGES</b></p> <ul style="list-style-type: none"> <li>•Describe the chronology selection area.</li> <li>•Show how to specify a chronology date/time range with the <b>USE RANGE</b> check box.</li> <li>•Show how to specify a chronology date/time range directly from the <b>BOOLEAN LOGIC SPECIFICATION</b> edit box.</li> </ul> <p><b>QUESTIONS</b></p> <p><b>EXERCISES</b></p> <ul style="list-style-type: none"> <li>•Explain that not all exercises will be completed in class. Additional exercises are provided for out-of-class practice.</li> </ul>

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11 min.	<p><b><u>Lecture and Demonstration:</u></b>          (As you lecture, demonstrate the features being described.)</p> <p><b><u>Discussion:</u></b>          (If you prefer, questions can be taken during the lecture and demonstration period.)</p> <p><b><u>Exercise:</u></b>          (Either recommend an exercise or allow the students to select an exercise.)</p>	<p><b>E. NARRATIVE SEARCHES</b></p> <ul style="list-style-type: none"> <li>•Describe the narrative field edit box.</li> <li>•Explain the guidelines for performing basic narrative searches.</li> <li>•Explain the NEAR and Asterisk Wildcard operators.</li> </ul> <p><b>QUESTIONS</b></p> <p><b>EXERCISES</b></p> <ul style="list-style-type: none"> <li>•Explain that not all exercises will be completed in class. Additional exercises are provided for out-of-class practice.</li> </ul>

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9 min.	<p><b><u>Lecture and Demonstration:</u></b>            (As you lecture, demonstrate the features being described.)</p> <p><b><u>Discussion:</u></b>            (If you prefer, questions can be taken during the lecture and demonstration period.)</p> <p><b><u>Exercise:</u></b>            (Either recommend an exercise or allow the students to select an exercise.)</p>	<p><b>F. EDITING A SEARCH PROFILE</b></p> <ul style="list-style-type: none"> <li>•Show how to edit a search profile.</li> </ul> <p><b>QUESTIONS</b></p> <p><b>EXERCISES</b></p> <ul style="list-style-type: none"> <li>•Explain that not all exercises will be completed in class. Additional exercises are provided for out-of-class practice.</li> </ul>

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1 min.	<p><b><u>Discussion:</u></b>            Talk about on-going support. Provide students with the e-mail address and toll-free number for ORPS support.</p>	<p><b>III. ONGOING SUPPORT</b></p> <p>The ORPS helpline personnel are available to answer questions or help you in any way. You can reach them toll-free at (800) 473-4375 or you can send e-mail to support@tis.eh.doe.gov.</p>
1 min.	<p><b><u>Discussion:</u></b>            Hand out the course evaluation form. Thank the students for their attendance and their attention and ask them to complete the course evaluation.</p>	<p><b>IV. WRAP-UP</b></p> <p>Thank you all for your time and attention. We would appreciate you completing the course evaluation as this helps us continually improve our courses.</p> <p>The instructor(s) will be available as you leave to answer any individual questions you may have.</p> <p>Don't forget your training materials. Thanks again!</p>